



ECEAP Reminders and Links

June 1, 2009

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Due Dates

- [Service Area Agreement](#) updates May 30, 2009
- [Self-Assessment](#) June 30, 2009
- [DECA Results](#) June 30, 2009
- Final ECEAP Invoice July 10, 2009

ECEAP Announcements

Outcomes Planning: A message from Bette Hyde and Joyce Kilmer

As your new Director of the Department of Early Learning and your current ECEAP Administrator, we thank you for the important work you do. A major portion of our support for this work here at DEL is to advocate for the continuity and funding for this important program. Many of you have participated in discussions about how we will compile statewide outcomes to tell the ECEAP story. We want you to know that we are moving forward with this project and that we have added the following paragraph to the ECEAP Client Services Contract for 2009-10.

Contractors must participate in the development of the ECEAP outcomes reporting plan. This includes contributing reasonably available data for 2008-09 and 2009-10, such as child assessment, staff qualifications and other child and family information.

The Governor and State Legislature established DEL in 2006 to create a statewide system of early learning that is both effective and efficient. To demonstrate effectiveness, we need to focus more explicitly on outcomes for children and families. You have already begun this by using DECA, a nationally-normed assessment of the important area of social and emotional development. You are also assessing each child in other developmental domains and using that data in your local programs. Our task is to demonstrate consistent statewide outcome data in all child development domains to provide support and advocacy for the ECEAP program.

Our plan is to gather the most commonly used measures of language, literacy, health and physical development, and approaches to learning. We will check the validity behind the instruments that are most frequently used in our state. Remember, our intent is to agree on measures or tools that could be used statewide. What is important is to be able to report to our families and elected officials, not only the growth in children enrolled in ECEAP, but also how this growth compares to children across the nation. There will be lots more conversations on this in the coming year. Thank you for the good work you do for our children and families and for being a partner with DEL.

ECEAP Slots Reductions

DEL Director Bette Hyde thanks each of you for helping DEL staff determine how to reduce ECEAP slots by 2.1 percent (173 slots), as required by the Legislature. We especially thank the eight ECEAP Steering Committee members, who represented all of you at a meeting in Olympia where we planned the criteria for the reductions in an effort to minimize the impact to children, families and ECEAP programs, to the extent possible. Many of you volunteered to reduce slots where you have declining populations, may expand Head Start, or just to do your share. You made our work much easier!

Here are the general criteria used to determine slot reductions:

1. Reclaim the 13 low-enrolled slots from the 2008-09 school year.
2. Retain all slots for contractors that serve 20 or fewer children.
3. Accept voluntary reductions from contractors, where slots are difficult to fill, difficult to operate within ECEAP Performance Standards, or may be replaced with Head Start slots. This was 141 slots.
4. Compare enrollment and demographic data between ECEAP Contractors to determine the remaining reductions, based on poverty levels and saturation of services.

We have shared this process and the resulting slot reductions with your legislators, who also value your work.

If your program is in a position to do so, DEL encourages you to apply for additional Head Start slots through the Recovery Act. The application can be found on the DEL Web site at <http://www.del.wa.gov/government/recovery/Default.aspx>. Applications are due by June 23, 2009, for Head Start and by July 9, 2009, for Early Head Start. When the federal Office of Head Start announces where the additional Head Start slots will be awarded in Washington State, we will work with you to determine if any adjustments in ECEAP slots are needed.

Your slot allocation for next year was e-mailed on May 20, to give you as much time as possible for planning. Please contact your ECEAP Specialist if you have questions or need support as we all work through these difficult times.

Contracts

DEL is in the final stages of preparing your ECEAP contract for the 2009-10 school year. We expect to send them for your signatures in mid-June.

Self Assessment

Your annual self assessment of compliance with ECEAP Performance Standards is due June 30. The form and instructions are online at

www.del.wa.gov/publications/eceap/docs/SelfAssessment.doc.

Reporting your DECA Results

This year, DEL is collecting fall and spring DECA assessment results from all ECEAP contractors. Only the teacher's assessment is required. Paper DECA users must send results to DEL by June 30. Use the form at:

www.del.wa.gov/publications/eceap/docs/Report of paper DECA data to DEL.doc

If you use only e-DECA, you have already signed a release that allows us to collect your data electronically from Devereux. If you included children who are not funded by ECEAP in your e-DECA records this year, please enter 'y' for yes in the middle initial field for ECEAP children, or an 'n' for not ECEAP. This will allow DEL to compile ECEAP-only results.

Updated Forms for 2009-10

We have updated two forms that are part of the ECEAP Management System. For those of you who use the paper versions of these forms in your program, they are now posted on the DEL Website.

- Program Information Form (PIF): Enter data for each ECEAP site into EMS by September 1. Print a paper version from http://www.del.wa.gov/publications/eceap/docs/ECEAP_PIF.doc
- Monthly Report (formerly Program Activity Report): Enter data for each site into EMS as part of the billing process. Download a printable Monthly Report form for your internal use at <http://www.del.wa.gov/publications/eceap/docs/MonthlyReport.doc>.

Training Opportunities

Conference on Early Learning, June 5 and 6 at the University of Washington in Seattle. A team of UW experts will present their latest research, resources and ideas that foster early learning. This is a key opportunity for educators, state legislators, advocacy groups, counselors, community leaders and parents to influence early learning as advocated by Washington Gov. Christine Gregoire. By attending the conference you will:

- Get updates on latest research advances from notable experts
- Discover new resources to advocate early learning
- Connect with other stakeholders

- Renew your energy for action on behalf of children

For additional information and registration please visit the conference Web site at <http://depts.washington.edu/uwconf/earlylearning>. For more information, call 206-685-8936 or e-mail extnadvising@extn.washington.edu.

Distance Learning Classes The Snohomish Health District Child Care Health Program offers distance learning STARS classes for child care providers. These self-paced courses, completed from your home, include a short reading packet, activity, and open-book 10 question review. You do not need to live or work in Snohomish County and no computer is required. Each class is \$20 for two STARS credits. Topics include:

June 1 (Due: June 30)	Animal Safety in Child Care
July 1 (Due: July 31)	Injury Prevention: Playground Safety
August 1 (Due: August 31)	Cavity Free Kids
September 1 (Due: September 30)	Stress Management for the Provider

Register at: 425.252.5580 or <http://www.snohd.org/snoPiCC/Classes.htm>

Resource Links

Getting School Ready! Order or download these free booklets for parents at <http://www.earlylearning.org/resources/publications/getting-school-ready>

Play and Literacy. According to a researcher at the University of Illinois Champagne-Urbana, literacy and learning begin with imaginative play. While teaching the alphabet and working with children on letters and sounds are important, too much structured learning can actually be counterproductive to a child's cognitive development. According to the researcher, the most important growth stems from problem solving, intellectual inquiry, and the ability to ask questions. Open-ended activities like play provide the greatest opportunities for young children to develop these skills.

<http://www.sciencedaily.com/releases/2009/02/090212125137.htm>

Cultural Diversity and Child Development. A paper by ZERO TO THREE examines the increasing cultural diversity in the United States and its implications for early education professionals. In particular, the author raises the challenging question of how to address instances when conventional understanding of "best practices" and "healthy" development conflicts with beliefs and behaviors of minority cultures. The paper also includes an extensive bibliography of early childhood studies that include culturally diverse children in their samples. The studies are organized by their respective focus on cognitive development, language development, and social-emotional development.

http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

Camera Conversations. Preschool children with a variety of home languages were given a disposable camera to take photos of their world outside school. The project extended children's ability to talk to teachers, enhanced cultural awareness, and introduced new connections to the classroom. <http://live.psu.edu/story/39863>

Mathematics and Science in Preschool: Policy and Practice. This paper reviews what is known about preschool children's knowledge of mathematics and science and current teaching practices. It recommends that mathematics and science be treated as critical components in high-quality preschool programs and not as optional considerations. Among key points that the paper highlights:

- Young children have a foundational understanding of mathematics and science before entering formal schooling. Mathematical and scientific concepts are explored in everyday activities, such as counting steps up a stairway and building towers with blocks.
- Science and mathematics can support language and literacy development and contribute positively to overall school readiness.
- Mathematics and science are incorporated in many widely used comprehensive curricula, such as the HighScope preschool curriculum. In addition, many states have learning standards or expectations for preschoolers that include development in the two areas.
- *Classroom experience:* Although many early learning standards and curricula include mathematics and science, few classroom experiences actually provide substantive content in the two areas.
- *Teacher preparation:* Teacher training and professional development in early mathematics and science is inadequate. Moreover, little is known about effective teaching practices for mathematics and even less for science.

The paper is at: <http://nieer.org/resources/research/MathSciencePolicyBrief0309.pdf>.